



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 403600

DfES Number: 544256

### INSPECTION DETAILS

Inspection Date	17/02/2005
Inspector Name	Susan, Helen Spencer

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Townley House Nursery
Setting Address	60 Wateringpool Lane Lostock Hall Preston PR5 5UA

### REGISTERED PROVIDER DETAILS

Name	Ms Ann Jeanette Walmsley
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## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Townley House is a private day Nursery which was established a couple of years ago. The Nursery is a large detached property situated in a quiet residential area, of Lostock Hall on the outskirts of Preston . The Nursery is close to local amenities, e.g. school, health centre etc.

The Nursery is registered to offer care to twenty-two children under the age of five years of which six may be under two years. The registration does not include overnight care.

Mrs Walmsley is the registered provider and the manager of the nursery, she employs four full time and four part time staff, who all share the responsibility of caring for the children.

Day care is provided Monday to Friday 8.00 a.m. to 5.30 p.m. offering both full and part-time sessions.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at the Townley House setting is generally good. It enables children to make very good progress towards the early learning goals in social, mathematical and creative development and in communication, language and literacy. Children make generally good progress in the other areas.

The quality of teaching is generally good. Staff expertise is good and they plan a variety of practical activities which give children both independence and structure. Staff are good at developing children's language and encouraging their mathematical ideas and problem solving. They ask children probing questions and help to increase vocabulary during the answers.

Staff observe and assess children's progress in a systematic way. The planning does show the precise stepping stone item and level that is intended for the day's programme and therefore it is clear what is being assessed. Staff use resources well in most areas to give children practical hands-on experience, but equipment for ICT learning is limited and the setting does not have enough materials for children to experience multi-cultural learning beyond a satisfactory level.

The leadership and management of the nursery is very good. The officer in charge has built up a strong staff team committed to continuous improvement of care and educational provision, to meet the mission statement "to provide the best." Backed by very good LEA advice the staff hold regular meetings to update the setting self-evaluation document. This is linked to a regular pattern of in-service training that enhances expertise overall and has led to significant improvements.

The partnership with parents and carers is very good. The setting organises and shares very comprehensive information about the children's attainment to share with parents. Regular newsletters and copies of topic planning enable parents to prepare and help their children at home.

### What is being done well?

- children receive a very good grounding in the basic skills of language and mathematics through practical activities that make their learning meaningful.
- children are well motivated to learn through a programme of interesting hands-on resources that also promote their independence and concentration.
- staff manage children very well, building their confidence and curiosity in the classroom and by very good links with parents and carers carry this over into the home.
- arrangements to develop children's creativity are particularly good, giving them a wide range of opportunities to extend their imagination.

What needs to be improved?
<ul style="list-style-type: none"> <li>• the provision of more resources to enhance children's learning in information and communication technology</li> <li>• the use of a wider range of resources for multi-cultural education to engage children's learning at a deeper level.</li> </ul>

What has improved since the last inspection?
Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children behave very well. They relate well to each other and are encouraged to develop friendships and co-operate in play. Children display good levels of confidence, a willingness to try new things and an ability to concentrate. They are happy to share not only apparatus like construction kits but also their ideas and plans. They have a good sense of the nursery as a community and miss the members who are absent.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children love books and copy the teacher in sitting quietly, turning pages and following the story. They love language and chatter happily to each other, picking up any new words they hear and using them in their own discussions. They are learning the beginning sounds of words and know many of the letters involved. They are gradually changing their general mark making into clearly formed letters and enjoy labelling their names on their 'marmalade sandwiches' or fish feeding chart.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children love to sing number rhymes and jingles all day, which not only helps them count to 10 but also introduces them to taking away one. They learn that numbers can help them solve problems like how many more pegs are needed to hang up all the class names, or how many more bricks are needed to finish building a tower. They explore shape and pattern well when painting circles and squares. They see position when designing plates of healthy food, with chips and peas stacked neatly together.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy discussions about the ideas in big books that introduce them to a range of investigations and experiments. They display the results of their favourite food survey in a lively manner, and empathise with 'Paddington in hospital' giving their own accounts of broken bones and x-rays. Children are good at designing and making and like to follow their own ideas, modifying them when things do not work out. They are not as strong on using ICT in various forms because equipment is limited.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children get good experience in handling small objects and tools such as paintbrushes, plastic knives and scissors to develop increasing control. They learn to use larger equipment outside and develop a good sense of space and safety of movement as they rush around the play area dodging each other and avoiding 'pedestrians.' When the weather allows they gain greater confidence and control on balancing and climbing equipment outside.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children love to experience new things such as exploring painting and other art materials, evaluating their effects. They sing happily all day and are building up a wide repertoire of traditional rhymes and jingles. They develop their imaginations well as they create scenarios in role play or small world constructions. Children's excitement shines through as they try to capture their feelings about strange new sensations like 'sticky pasta.'	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- improve the resources for information and communication technology
- enhance the resources for multi-cultural education.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*